



2024 REPORT

Janela para o
Mundo Institute

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WELCOME!

The work the Janela para o Mundo (Window to the World) Institute does is a collective effort. In a year defined by accomplishments like the increase in the number of students served, partnerships were essential for us to reach even greater heights. Thus, this report is more than just a recounting of initiatives and figures; it is a mosaic of inspiring stories, crafted by those who plan, execute, and live out our actions in practice.

Through testimonials from educators, students, and partners, we highlight how education opens doors to new opportunities and fuels dreams. In the communities we engage with, we establish roots, strengthen connections, and empower individuals to take control of their stories and pave their paths toward a brighter future.

In the following pages, you will discover the activities that defined the year at the Janela para o Mundo Institute, the challenges we overcame, and the results we achieved. Most importantly, you will meet the individuals whose lives have been transformed by these activities.

We invite you to embark on this journey with us and witness the transformative power of education and income generation in the lives of students, educators, and their communities.



MESSAGE FROM MANAGEMENT

The year 2024 was a milestone in the history of the Janela para o Mundo Institute, marked by significant achievements.

Our purpose of transforming realities through education and income generation becomes a reality only when we embark on the journey of knowledge. To achieve this, we set ambitious goals – many of which we exceeded.

We have expanded our reach by bringing our educational initiatives to new locations, offering the opportunity to open doors for individuals and their communities. Our growth has been driven by our dedication and commitment to doing more, conducting original projects with the support of partners who share our ideals and aspirations for a better future for all.

In these partnerships, collaboration with municipal education departments, schools, individuals, and organizations that support our cause, along with Serena Energy, our founder and main sponsor, has been crucial for expanding activities and amplifying the positive impact of the Institute.

We concluded the year with 29 partner public schools, a remarkable growth from 2018, when there was only one. By the end of 2024, we had impacted 1,724 students through the courses offered, marking a 29 percent growth compared to 2023. Additionally, 95 percent of the 3rd-year Elementary School students had been

taught to read and write in the Learning Support classes.

In employability and income generation, our professional training initiatives led to the creation or strengthening of 22 businesses through the Virando a Chave (Turning the Key) course, surpassing the expected target by 144 percent. Furthermore, nine students secured their first professional positions, including internships, demonstrating that they are taking charge of their careers and seizing opportunities. The “**Arts, Roots, and Flavors of Passagem Grande**” **Entrepreneurship Fair**, held in the village of Passagem Grande, 15 kilometers from the Education Center of Maranhão in Paulino Neves, was another prime example of how the Institute serves as a catalyst for change, fostering income generation and strengthening the local economy.

One of the highlights of the year was the implementation of the **Night Curriculum at the Education Center of Maranhão**, in a valuable partnership with Actis Acts. We surpassed the initial target of 120 openings, ensuring that 158 people

completed the first semester of the evening courses. The target audience was 77 percent female, 67 percent of whom earning up to one minimum wage, creating a direct impact not only on the lives of these women but also on their families. More education and diversified income sources bring greater opportunities for prosperity for everyone. We also celebrated the acceptance of 44 students in undergraduate courses at public and private colleges and universities, which was the outcome of the Preparatory Course for Higher Education Program.

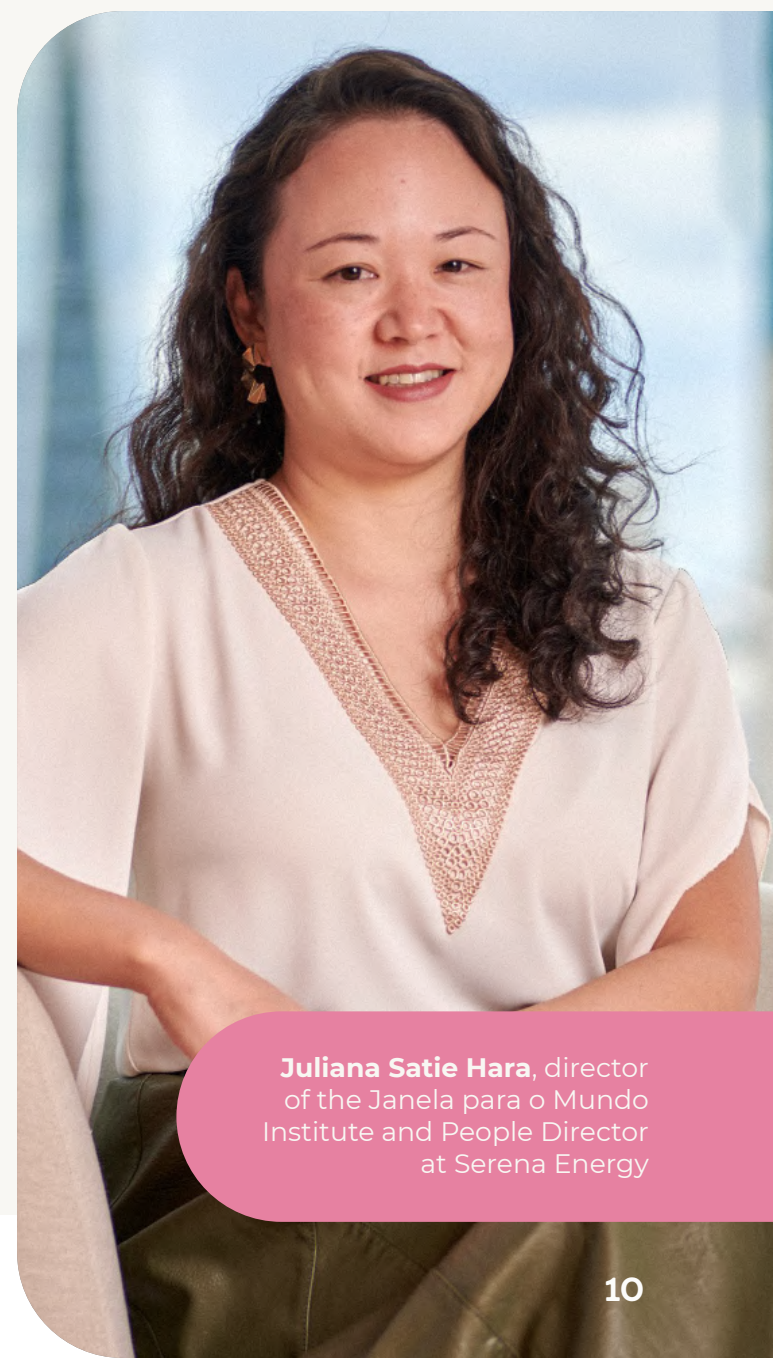
And there's more: Our first partner school achieved the best result in the Basic Education Development Index (Ideb, in Portuguese) of Ilha Grande (state of Piauí) in the initial years of Elementary School and is among the three best in the final years. It is a source of pride to witness the Education Centers generating meaningful results alongside those they serve.

The “**Livro Vivo**” (**Live Book**) project, which enables community libraries linked to Learning Support initiatives, allowed us to reach remote villages in rural areas, overcoming geographical and social barriers. This contributes to an educational model that respects local particularities and adapts to the needs of each community, ensuring that our initiatives create a tangible impact. We ended 2024 with five libraries installed.

In the coming years, our ambition is even greater. By 2027, we aim to impact 3,000 students annually through the courses offered, expanding access to education and employability programs, both in-person and remotely, via the Tech Education Center.

To achieve this, we will expand our network of partnerships and focus on building an ecosystem of innovation, customization, and empowerment for the communities where we operate. We believe that the path of education is the most powerful and promising one, capable of closing the gap between dreams and opportunities. We aim to remain a catalyst for this change, working to make the world a better, more equitable place.

I invite you to join us – whether by offering your time, financial support, donating materials, or simply sharing our mission. The future is built on collaboration, and through it, we go further.



Juliana Satie Hara, director of the Janela para o Mundo Institute and People Director at Serena Energy



OPENING MORE AND MORE WINDOWS

"The arrival of the Janela para o Mundo Institute in Pituba was a reason to celebrate for the community, as families were feeling helpless regarding the education of our young people. We arrived with the Institute's way of doing things, which caught people's attention here. The initiatives were very well received, and students became involved from the very first days.

We made significant investments in reading activities, and impacts were immediate. The students demonstrated a passion for books and began competing to see who could read the most. The modest initial collection of the school library expanded with the introduction of the 'Livro Vivo' (Live Book) project. This expansion brought many possibilities, enabling even richer activities, such as reading circles and storytelling under the trees, which students greatly enjoy.

Parents also show their commitment to their children's education by consistently sending them to participate in activities. Only those who truly needed to miss them were absent. They view the Institute as an opportunity to enhance the education of these students and, above all, to keep them off the streets. This collaboration between the Institute and the School not only addressed educational needs but also brought the community together around a common goal: providing students with better opportunities for learning and development. And, as a result, the possibility of a better future."



Rosi Souza, educator at partner school Jovelina Gomes de Queiroz, in Pituba, a village in Gentio do Ouro (state of Bahia), which is 54 kilometers from the Education Center of Bahia. Going beyond the physical limits of its facilities, in 2024, the Institute reached this village, bringing Learning Support activities to the children.

The Janela para o Mundo Institute believes that education transforms futures.

More than just knowledge, it is a **tool for change**, empowering people to become the protagonists of their own stories and overcome the limitations imposed by a lack of opportunities. Here, we know that it is possible to dream big and achieve even greater things.

This is the principle that drives us, and to open more and more windows, we must be present where opportunities

may not arise naturally. Far from major urban centers, we **establish roots and strengthen connections that transform the reality of communities**. It is an opportunity to foster meaningful change in the context and uplift the value of the territories.

Since our initial activities in 2017, this principle has guided us through educational initiatives to bridge the gap between dreams and the opportunities to make them a reality. On our journey, we created physical spaces to operate, the **Education Centers**¹, established partnerships to extend opening hours—now with morning, afternoon, and evening

curriculum—and reached even more remote locations, such as the village of Pituba, state of Bahia, where the Jovelina Gomes de Queiroz school is located, as described at the beginning of this chapter.

And, when distances cannot be shortened in person, online activities come into play. They allow, for instance, educators who cannot be physically present at the Centers to enhance their knowledge and provide their students with better ways of learning, tailored to the realities in which they teach.

To meet these multiple realities, we need to listen to communities and adapt our delivery to what they need. We combine our pedagogical proposal with listening to our students. This is how the Night Curriculum was created at the Education Center of Maranhão. The activities held at night increased the number of beneficiaries and provided access to those who would not be able to attend during other times.

¹ Our Education Centers are situated in three locations: Gentio do Ouro (state of Bahia) | Ilha Grande (state of Piauí) | Paulino Neves (state of Maranhão). In addition to these, we have the Tech Education Center, our online course platform, which enables us to reach areas beyond the physical Education Centers.

EVOLUTION OF THE JANELA PARA O MUNDO INSTITUTE

2017

Inauguration of the Education Center of Piauí

2020

Creation of the Education Center of Maranhão and start of the Tech Education Center, which offers online courses

2024

- Opening of the **Night Curriculum** at the Education Center of Maranhão
- Expansion of the impact, serving **more than 1,700 students**
- Expansion of partnerships with Education departments, **reaching more schools and communities**

2022

- Official establishment of the **Janela para o Mundo Institute** as a non-profit association, formalizing the initiatives conducted since 2017
- Start of activities at the Education Center of Bahia



HOW WE WORK TO TRANSFORM REALITIES

The work at the Janela para o Mundo Institute is built on a triad of objectives that paves the way for our students to reach their full potential. This approach creates virtuous circles, where we identify local needs, design methodological solutions, form partnerships, implement solutions, learn, and adjust the path if needed. Once the circle is closed, we begin a new one, continuing the cycle of growth and improvement (learn more about virtuous circles on page [20](#)).

OUR GOALS ARE:

EDUCATION

To establish the necessary conditions for teaching and learning to enhance the students' academic performance and better prepare them to succeed in selection exams and processes.

EMPLOYABILITY

To offer professional knowledge suited to market requirements to expand job opportunities, enabling the students' personal growth and career.

INCOME GENERATION

To promote the strengthening of productive activities that generate employment and income through actions that encourage the creation of new businesses or the improvement of existing ones, with an emphasis on business sustainability.

PILLARS THAT GUIDE OUR ACTIONS

Our actions, in turn, are guided by the following pillars:

INTERNALIZATION

We are present in communities far from major urban centers, where we build roots and strengthen our connections. Our reach is significant, with opportunities to promote real transformations in the trajectory of these territories.

VERTICALIZATION

We have developed, built, managed, and operated Education Centers, fostering robust relationships that generate shared results. We prioritize the selection and development of local educators, courses specifically designed, built, and tailored for students in the public school system, as well as cross-cutting activities that actively involve their parents and guardians.

PROTAGONISM

We operate in an inclusive and diverse transformative environment that fosters the leadership of each of our students. We work to help them look at themselves and create opportunities.

TRANSPARENCY

We are inspired by and committed to the best management and corporate governance practices, always prioritizing an open and ethical dialogue to strengthen our bond and build collaboratively.

PERFORMANCE AXES

Our goals are organized into four key areas of action, which guide our initiatives and have a direct impact on students and communities:



EDUCATION

This axis encompasses literacy skills, inclusive education, technological and media education, and preparation for higher education, ensuring access to knowledge, improved chances of success, and academic opportunities.



EMPLOYABILITY AND INCOME GENERATION

This axis includes professional education, ongoing training for educators, and the development of skills for the job market and income diversification, and the promotion of entrepreneurship and integration into the workforce.



SCALABILITY

This axis includes student enrollment, retention, and success, ensuring that more individuals can take responsibility for their futures.



PARTNERSHIPS

This axis strengthens connections with schools, families, businesses, and institutions, creating powerful networks that expand opportunities for all involved. This framework, together with our partners and volunteers, provides us with valuable opportunities to expand our impact and bring transformation to an increasing number of individuals.

The main chapters of this report are organized around the axes previously described, outlining the specific initiatives within each, and emphasizing the commitment to social transformation through education.



VIRTUOUS CIRCLES



At the Education Centers, all actions are carefully designed to create virtuous circles of transformation, where education extends beyond the mere transfer of knowledge and becomes a gateway to real opportunities for students and their communities. Our model is built on three interconnected pillars:

- The **delivery of knowledge** – providing quality education through methodologies that foster a love of learning and critical thinking.
- The **preparation for applying this knowledge** – in academic, professional, and socio-emotional aspects that expand perspectives.

- And the **creation of tangible opportunities** – tracks to Higher Education, entry into the job market, entrepreneurship, and income generation.

Our approach focuses on valuing local educators, connecting families, and establishing deep roots and authentic relationships with the diverse contexts in which we operate.

This is how we inspire our students to discover their strengths, recognize their potential, and take charge of their own paths while creating opportunities along the way. This enables us to cultivate a virtuous circle that feeds back and expands.



"In 2022, I taught Physics at the Education Center of Piauí, all while nurturing the dream of joining the military. I studied, passed the exam, and the Institute gave me all the support I needed to make my dream come true. I interrupted my work as a teacher for a year and completed training in the Military Police of the State of Piauí. Afterwards, I was able to return to the classroom with great pride. Now, I balance my military career with my role as an educator at the Janela para o Mundo Institute, while also completing my master's degree in Physics. This year, I was selected alongside teachers from across Brazil to participate in the Sirius School for High School Teachers (Espem) in the city of Campinas (state of São Paulo). It is an immersion at the National Center for Research in Energy and Materials, affiliated with the Ministry of Science, Technology, and Innovation, aimed at Physics, Chemistry, and Biology teachers, with the goal of inspiring our classroom practices based on the latest technological advancements in our field. It is a recognition of my work, and I will be there representing the Institute."

Matheus Miranda, Mathematics and Physics educator at the Education Center of Piauí and the Tech Education Center



NEW NIGHT CURRICULUM: EXPANDING ACCESS TO KNOWLEDGE

In August, in partnership with Actis Acts, we launched the Night Curriculum at the Education Center of Maranhão.



This is an initiative that meets the needs of the community by offering places on the Center's courses at a time that is more suitable for those who work during the day. As an agent of

transformation collaborating with us, **Actis Acts** actively participated in the construction of the project, immersing itself in the context of the community and contributing to the definition of goals and objectives for the new curriculum.

The community's interest surpassed our expectations: We were initially prepared to accommodate 120 openings, but we adapted our space and expanded our team to welcome **163 registered individuals**, 158 of whom successfully completed the semester.

This mobilization was only possible thanks to the collaboration with Actis Acts, which believes in our work and supports the cause of education. To learn more about this initiative, see our chapter **"Partnerships that transform."**



RETURN ON INVESTMENT: THE CONCRETE TRANSFORMATION

Our work aims at the future of the communities where we operate. By combining education and income generation, our goal is to promote sustainable socioeconomic transformations in the long term. In this way, individuals living in the regions where the Education Centers are located gain the autonomy to write their own life stories.

To measure impacts in a concrete way, **we use the Social Return on Investment (SROI) as a reference.** This methodology, developed by Social Value International (SVI), evaluates the changes and impacts – both positive and negative – caused on people and communities benefiting from the implementation of social investment projects.

According to a study conducted to measure our impact, we identified that, for every BRL 1 invested in the Janela para o Mundo Institute:



BRL 7.36

is generated in social benefits by the **Education Center of Piauí.**



BRL 9.13

is generated in social benefits by the **Education Center of Maranhão.**



BRL 3.29

is generated in social benefits by the **Education Center of Bahia.**



As a consolidated result, **BRL 6.51** is generated in return for society

OUR GOVERNANCE

Our governance structure is made up of a **Deliberative Council**, a **Fiscal Council** and an **Executive Board**. The General Meeting is the central forum for members, where strategic and essential matters for the organization are discussed and decided.

Transparency is a non-negotiable principle in all our actions. Therefore, we adhere to management standards that are aligned with the best corporate governance practices, similar to those of publicly traded companies. Our practices encompass clear decision-making processes, robust strategic planning, defined goals, and a continuous commitment to accountability.

We also have a Code of Conduct, updated in 2024, and an Anti-Corruption Policy that outline the expected behavior for everyone working at the Janela para o Mundo Institute. Additionally, we provide a **Whistleblowing Channel**, allowing those we interact with to anonymously report any behavior that violates our Code of Conduct, policies, or applicable regulations. Furthermore, our financial statements are audited by third parties (find out more in the chapter **"Open Window for Transparency"**).

[Click here](#) to learn about Janela para o Mundo Institute's policies.

GLOBAL AGENDA, LOCAL ACTION

All Janela para o Mundo Institute's initiatives and projects are developed in compliance with the principles of the 2030 Agenda and the United Nations (UN) Sustainable Development Goals (SDGs).

The activities conducted promote the universalization and democratization of access to quality education, foster equal opportunities and the reduction of inequalities, and contribute to

professional development and education for sustainability. They are also based on the principle of thinking globally and acting locally.

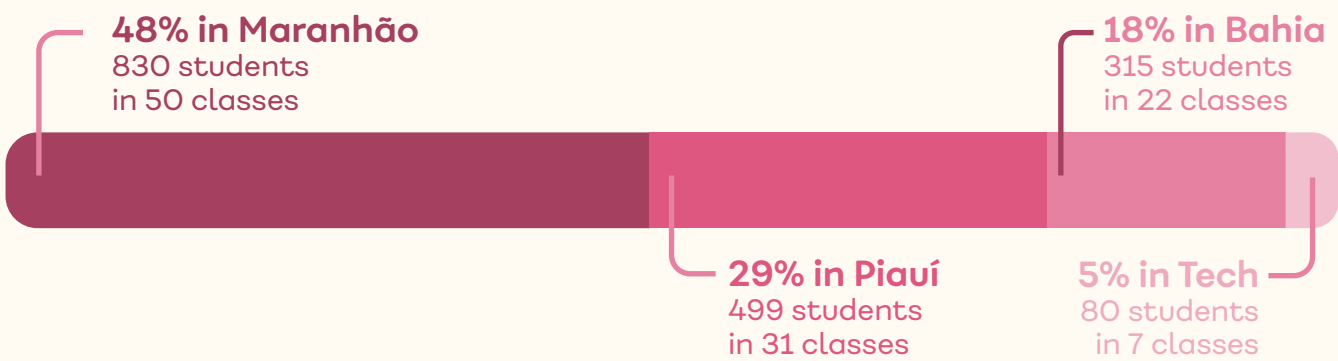
Thus, our actions directly contribute to the targets of the Sustainable Development Goals (SDGs):



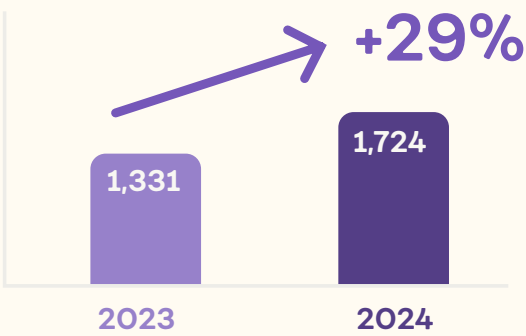
THE JANELA PARA O MUNDO INSTITUTE IN 2024

STUDENT PROFILE

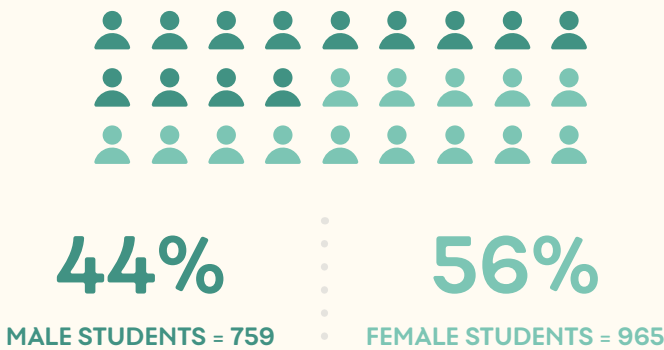
1,724 students enrolled in the four Education Centers, across 110 classes



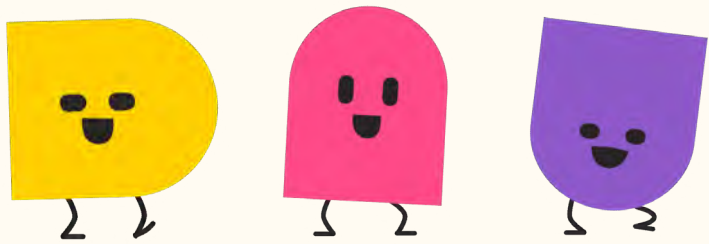
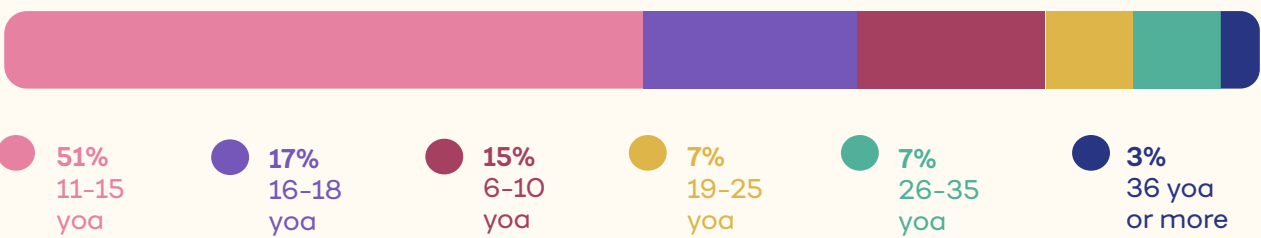
INCREASE IN THE NUMBER OF PEOPLE REACHED



GENDER



AGE GROUP



Reading space

	2023	2024
BOOKS	1,996	2,030
LOANS	+ de 1,500	+ de 1,000
"LIVRO VIVO" (LIVE BOOK)	1	5

Educational overview

	2023	2024
EDUCATION CENTERS	4	4
COURSES	7	7
PROJECTS	19	20
PROGRAMS	2	2
EVENTS	12	15
EDUCATORS	32	39

Preparatory Course for Higher Education

	2023	2024 ¹
STUDENTS ACCEPTED INTO HIGHER EDUCATION	37% 48 students accepted	41% 44 students accepted
STUDENTS WHO ACHIEVED SCORES ABOVE THE NATIONAL AVERAGE IN WRITING	33% 43 students with above-average scores	61% 65 students with above-average scores

¹Partial result considering the number of candidates accepted up to 05/07/2025

- > 14,400 hours of classes and other activities provided annually
- > 81% increase in partnerships with public schools
- > 11 classes and 158 students in the Night Curriculum at the Education Center of Maranhão
- > 95% of 3rd-grade students of Elementary Education and 82% of 4th to 9th-grade students of the Learning Support classes taught to read and write
- > 27% of 9th-grade students of Learning Support with entry into High School integrated with Technical Education, exceeding our goal of 20% being admitted
- > 9 students joined the labor market
- > 22 businesses started or strengthened by "Virando a Chave" (Turning the Key) students (learn more about this project on [page 51](#))

- > 16 students recognized in the Mathematics and Financial Education Olympiads, 7 of whom received gold and bronze medals
- > 32 training sessions and more than 120 hours conducted in the "Formação" (Continuing Education) project with educators from Education Centers and the public education network
- > 443 hours dedicated by 33 mentors who benefited 867 students in the Time Bank
- > Maria de Lourdes Pinheiro Machado School, located in Ilha Grande (state of Piauí) and a partner of the Institute since 2018, achieved the **highest score in the city for the initial years in the Basic Education Development Index (Ideb, in Portuguese) and ranked among the top three in the final years of Elementary School.**



TRANSFORMING THROUGH KNOWLEDGE



"I believe that knowledge is not limited by age, so I decided to pursue my dream at 59 years old.

I had always wanted to study, but my life so far has not been easy. In 2013, I took the Brazilian

National High School Exam (Enem) with my daughter in Rio de Janeiro, where we lived. I scored really well, above the cut-off average, but my daughter, who has a disability, needed my presence and support. I put my dream on hold to help make her dream come true. I went back to my city, worked hard, and today she is a successful lawyer. Now it is time to take care of myself.

It was because of my business in Praia da Pedra do Sal, on the coast of the state of Piauí, that I came to the Janela para o Mundo Institute and won the Hackathon in 2023. I was already aware of the fact that the Institute offered a preparatory course for the entrance exam, so I signed up.

During the Covid-19 pandemic, my desire to study came back with a vengeance. I took the Enem again, but after years away from books, I needed more preparation. **I found the support and knowledge I needed to achieve my goal at the Institute, without any barriers due to my age.** With each class, I was closer to my dream of attending the university. And this dream finally came true: I was admitted to Social Sciences at the State University of Piauí (UESPI)."

Rosilene da Silva Patriota (Known as Sra. Rosa), student of the Preparatory Course for Higher Education at the Education Center of Piauí




At the Janela para o Mundo Institute, we have embraced a grand mission:

transforming the world through education and income generation. We know that knowledge fosters real changes in people's lives and in the dynamics of the communities they belong to. Along our journey, more than 4,700 stories have already been transformed.


To make this transformation a reality, we adopt a tailor-made approach that addresses the specific needs of each student, regardless of background or age, utilizing modern and inclusive methodologies. By

focusing on holistic development, we ensure that our students are empowered to take the lead and transform their academic and professional futures.


Based on our objectives and differences, we operate in the following areas in the **Education sector**:




Higher education: development of the skills needed in High School for admission to the university.



Technological and media education: use of digital technologies and media to improve teaching, developing digital literacy and technological skills for creating and solving problems.



Inclusive education: promoting accessibility, equity and sustainability, combined with encouraging health and well-being.



Literacy: promoting effective learning and developing skills in reading, writing, and mathematics, ensuring age-grade alignment, and strengthening Youth and Adult Education (YAE).

EDUCATION CENTERS: ENCOUNTER WITH KNOWLEDGE

It is in our Education Centers that we fulfill our **mission of transforming lives through learning, knowledge, and human development**. We build, manage, and operate these spaces in an integrated and customized manner, valuing the specificities and unique characteristics of each territory.

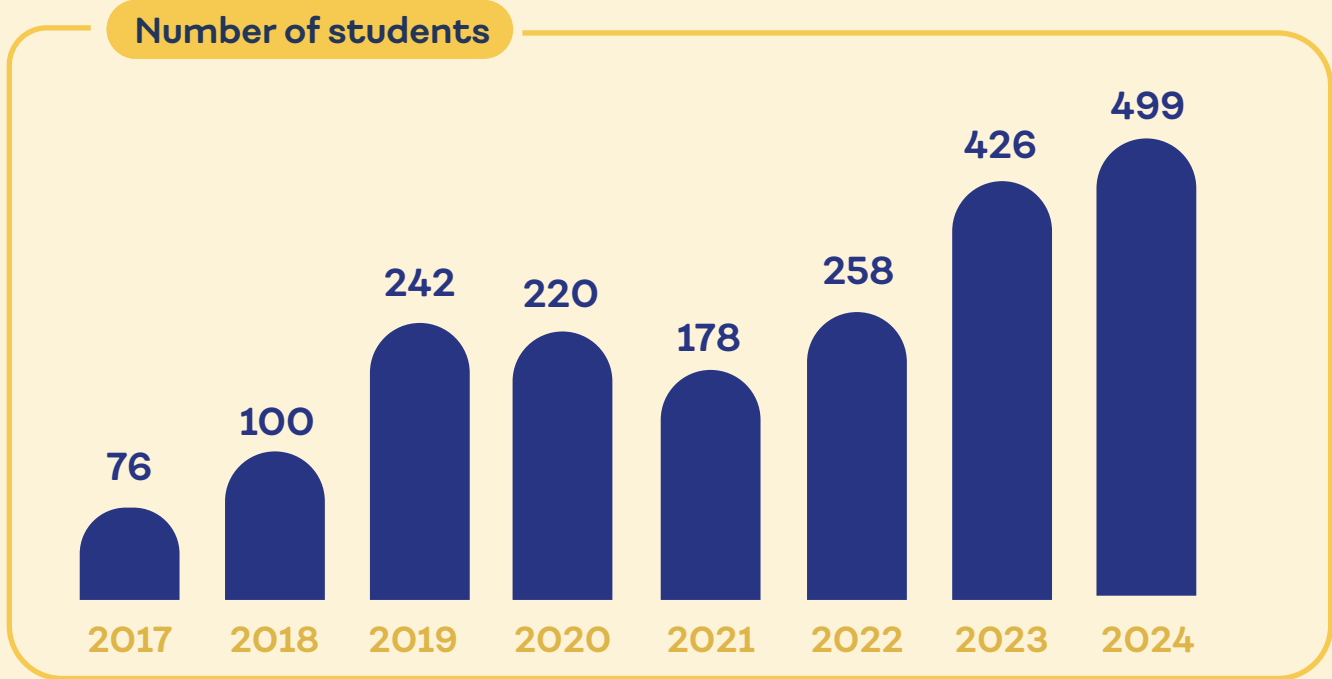
This approach allows the development of **initiatives adapted to local realities, enhancing impact**

and social transformation. These are spaces designed to welcome and engage. In these spaces, we continuously strive to find the best solutions, connecting global to local, and creating real opportunities for change by bringing learning to people and places that typically lack access to it.



EDUCATION CENTER OF PIAUÍ

- > Location: **Ilha Grande**
- > Inaugurated in 2017
- > 31 classes



> **10 schools** from the public education network in Ilha Grande and Parnaíba were our partners in 2024. In Ilha Grande, our partnerships reach 100% of the municipal education network

> **Highest Ideb*** score in the municipality for the initial years and the third best in the final years for the Maria de Lourdes Pinheiro Machado Municipal School, in Ilha Grande, our first partner, with us since 2018

> **113 students awarded** in Mathematics and Financial Education Olympiads: 1 gold medal, 5 bronze medals and 7 honorable mentions for students from the Maria de Lourdes Pinheiro Machado Municipal School in the Mandacaru Mathematics Olympiad, the Brazilian Public Schools Mathematics Olympiad (OBMEP) and the Direct Treasury Financial Education Olympiad (OLITEF). This performance was essential for the school to become eligible for the draw linked to OLITEF, in which it was awarded a prize of BRL 100,000 in infrastructure improvements.

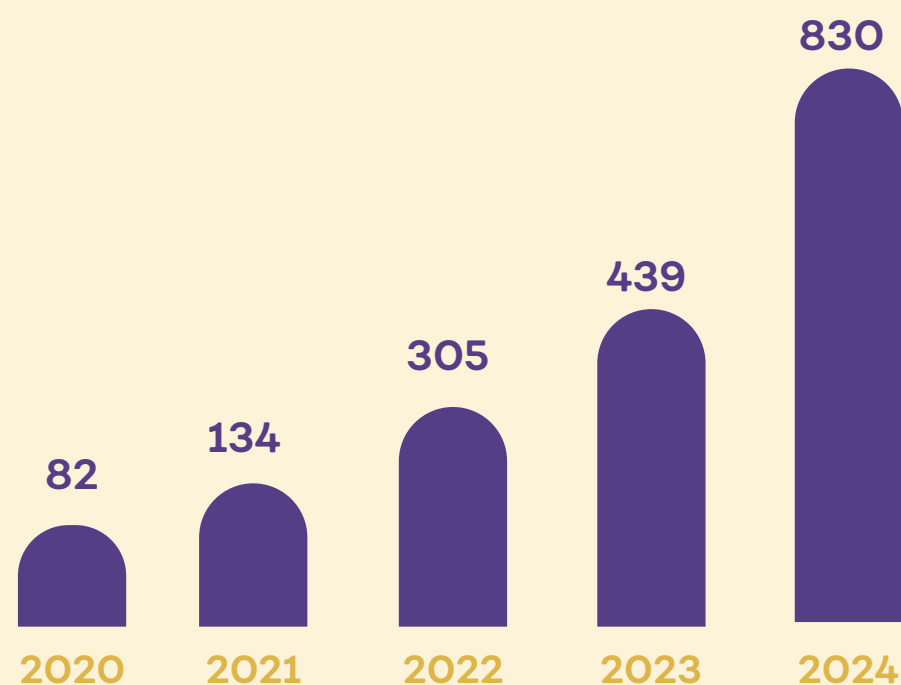
*The Basic Education Development Index (Ideb, in Portuguese) is an indicator created by the federal government to assess the quality of education in public schools. The higher the score, the better the educational system's quality.



EDUCATION CENTER OF MARANHÃO

- > Location: **Paulino Neves**
- > Inaugurated in 2020
- > 50 classes

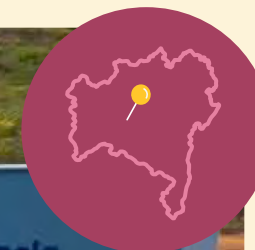
Number of students



> **14 schools** from the public education network in Paulino Neves were our partners in 2024

> **158 students** in 11 classes in the Night Curriculum (find out more on [page 22](#))

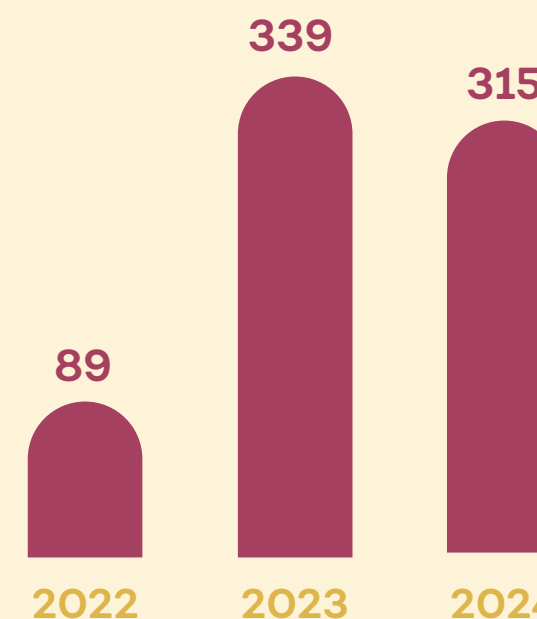
> **2 "Livros Vivos"** (Live Books) delivered in 2024 to schools in rural areas in the village of Baixa da Cachoeira, which is 36 kilometers away on a sand road from the Education Center of Maranhão, and in the village of Riacho do Meio, which is 50 kilometers away



EDUCATION CENTER OF BAHIA

- > Location: **Gentio do Ouro**
- > Inaugurated in 2022
- > 22 classes

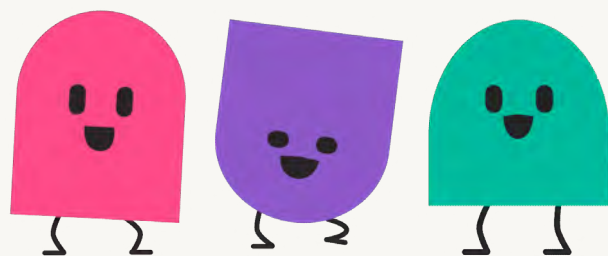
Number of students



> **5 schools** from the public education network in Gentio do Ouro were our partners in 2024

> **Collaboration with the Jovelina Gomes de Queiroz School**, in Pituba, a village in Gentio do Ouro, which is 54 kilometers away from the Education Center of Bahia: We opened 2 Learning Support classes and brought 1 "Livro Vivo" (Live Book)

> **Heritage education** was a highlight of the Education Center's actions with the EcoAssu program, in which more than 200 students and 17 teachers from the public school system were benefitted in 2 rock art workshops and 2 graphic design workshops



WORKING TOGETHER BRINGS RESULTS

"Since we began our partnership with the Janela para o Mundo Institute in 2018, our school has developed consistently. The achievements are the outcome of a lot of teamwork, dedication among teachers and commitment from students. I am grateful and proud of everything we are achieving together.

In 2024, our students excelled in participating in the Mandacaru Mathematics Olympiad, which has a strong Northeastern identity, in the Financial Mathematics Olympiad and in the Brazilian Mathematics Olympiad for Public Schools. We prepared our students with the support of the Institute and won several medals in the three competitions.

Furthermore, our school stood out in the Basic Education Development Index (Ideb, in Portuguese). In the initial grades of Elementary School, we achieved the highest score in the municipality, coming in at 5.5, above the state target. In the final grades, we rose from 3.8, in 2019, to 4.7 this year, which makes us the second-best school in the municipality. This progress is incredibly significant and shows that we are on the right path."

Vilmar Galeno, principal of the Maria de Lourdes Pinheiro Machado Municipal School, in the city of Ilha Grande, state of Piauí



INITIATIVES AND RESULTS IN EDUCATION

Below, learn more
about the 2024
initiatives and results
in the Education area

HIGHER
EDUCATION

Skills required for admission
to the university

PREPARATORY COURSE FOR HIGHER EDUCATION
The purpose of this course is to prepare students to participate in selection processes with a greater chance of success.

In 2024



107
students
served



44
students
accepted
by public
and private
universities



65
students achieved
scores above the
national average
in the Brazilian
National High
School Exam
(Enem) essay.

NEW GENERATION OF EDUCATORS

This year, the State University of Maranhão (Uema) opened an in-person center in Paulino Neves offering 70 openings for the Pedagogy and Literature courses. The Preparatory Course for Higher Education class at the Education Center had 21 students, 18 of whom entered the center's first classes.

"My academic journey began as soon as I enrolled in the Preparatory Course for Higher Education at the Education Center of Piauí.

I always had an aptitude for writing, but participating in the Preparatory School was a turning point. With the course, I was able to improve my skills and understand exactly what is expected in an Enem essay. There was a huge impact: My grade in the essay nearly doubled, something I would not have achieved without the guidance. It was essential both from a technical perspective and for my confidence in writing. After a year of studies, I went straight from high school to the Pedagogy course at the Federal University of Delta do Parnaíba. I am in the last semester of the course, confident that this is exactly the path I am meant to follow, and my application for a master's degree at the Federal University of Rio de Janeiro has been accepted."



Lorena Andrade dos Santos, student of the Preparatory Course for Higher Education at the Education Center of Piauí

UNIVERSITY AND LIFE PROJECT TRACKS

These tracks create ways to support students until they enter the university and assist them during their initial semesters.

In 2024



107
students
served

In the year, were held:



3

intensive
classes



3

webinars



1

Conversation



5

Literature Cafés

TECHNOLOGY AND MEDIA EDUCATION

Information, communication
and infrastructure technologies

NEW INFORMATION AND COMMUNICATION TECHNOLOGIES (NTIC)

The NTIC courses position information and communication technology at the service of the student's comprehensive education. In 2024, two axes were offered:

MOVERS

A course focused on **new technologies**, preparing students to engage with digital innovations in a critical and practical manner. There were **362 students**, with **8 participants entering the job market**.

FLYERS

A **robotics** course designed with a hands-on approach, enabling students to explore, create, and solve problems through programming and prototype development. **Four classes** were held, with **56 students** in total.

JANELACAST

Podcasting as a tool in the teaching-learning process in an active and collaborative way.

3 JANELACASTS RECORDED AND BROADCAST ON YOUTUBE IN 2024



JanelaCast #4

Young Voter:
https://youtu.be/p_kLrbX3w6U



JanelaCast #5

Mental health in the
college entrance exam:
<https://youtu.be/h3ArGkC2GSQ>



JanelaCast #6

Volunteer Day:
<https://youtu.be/l2aFH6hgmQg>

BIBLIOTECH

Library that offers
digital books to the
Institute's students.

30% increase in the
book collection
in 2024

ONLINE EDUCATION

The Tech Education Center was established during the Covid-19 pandemic and has since been consolidated to serve students who are distant from our physical spaces. It offers 100 percent online classes and provides several tools to help with remote learning.



TECH EDUCATION CENTER

In 2024

7
classes

Courses available:



English



Preparatory
Course for Higher
Education

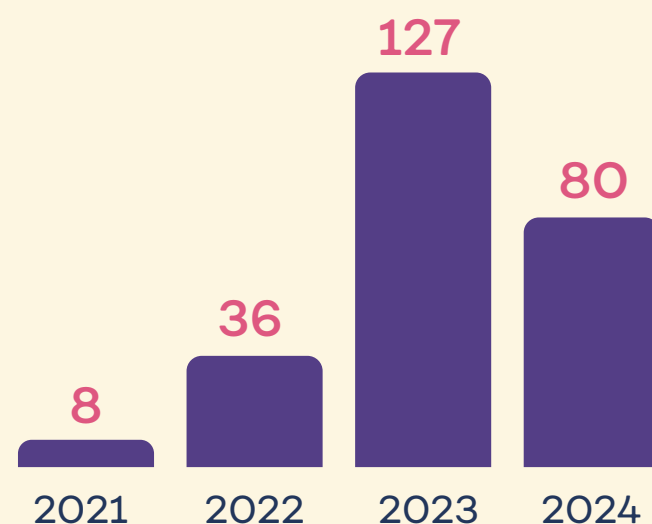


Let's code



Tô no Rumô
(I'm On Track)

STUDENTS SERVED



INCLUSIVE EDUCATION

Accessibility, equity, sustainability, health, and well-being

"MOVIMENTANDO" (LET'S MOVE)

Body practices for physical and mental well-being, implemented in Education Centers.

In 2024



171
students
served



6
classes

"SEMEANDO" (SOWING)

Actions and activities in environmental education.

IN 2024

Holding of the Environment Week event in all Centers

"SEM BARREIRAS" (NO BARRIERS)

Accessibility and inclusion of people with disabilities in education and holding of a "Sarau em Libras" (Poetry Reading in Brazilian Sign Language).

In 2024



82
students
served



8 No Barriers classes held at the states of Maranhão and Piauí, and Tech Education Centers

"FORMAÇÃO" (CONTINUING EDUCATION): GAMES TO HELP WITH LITERACY

Educators at the Institute have been using a customized version inspired by the video game Minecraft to teach literacy to students with autism. This work was presented at the Institute's Education Symposium, the 2nd CEduca, which led to a study plan on the practice to be undertaken throughout 2025.

LITERACY

Adequate learning, age-grade alignment, reading, writing, mathematics, and youth and adult education

SUPPORT FOR LEARNING I "LEITURANDO" (READING)

Pedagogical strategies and activities to promote literacy for students in Early Childhood Education and Elementary Education.

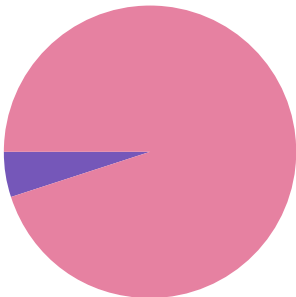
In 2024



762
students
participated



47
classes



95%
of 3rd-grade Elementary School students
taught to read and write

PREPARATION FOR OLYMPIADS

Pedagogical strategies and teaching resources for preparing public school students for competitions such as the Mandacaru Mathematics Olympiad, the Direct Treasury Financial Education Olympiad (OLITEF) and the Brazilian Public School Mathematics Olympiad (OBMEP).

In 2024



53
students
participated



4
classes



6 students awarded at the Mandacaru Mathematics Olympiad:
1 gold medal, 1 bronze medal and 4 honorable mentions



4 students awarded at OLITEF:
3 bronze medals and 1 honorable mention



6 students awarded in OBMEP:
2 bronze medals at the state level and 4 honorable mentions

CHESS CLUB

Teaching-learning situations focusing on logical reasoning, memory and concentration.

In 2024



51
students
participated



5
classes



6
internal
championships
held

BOOK CLUB

Project to discover and promote reading and hold the Literary Week.

In 2024



89
students
participants



5
classes

+ de 15% Increase in the number of
books in the collections

"LEITURANDO" (READING) – STORYTELLING

Stories told by students at our Education Centers.

4 videos posted on the Janela para o Mundo Institute's [YouTube](#) profile in 2024



"Thanks to the collaboration and support of the Janela para o Mundo Institute with the Municipal Department of Education, we have achieved remarkable milestones in education in our municipality, such as being granted the Mayor of Education seal—silver last year and gold this year. We were also granted the UNICEF seal for the third time and the National Literate Child Commitment seal, another gold, with the launch of the 'Livro Vivo' (Live Book) project, which helped us meet the criteria for promoting reading in schools.

The Institute was fundamental in this journey, not only offering technical support but also setting professionals into motion for concrete actions, such as classes and training. We are a rural municipality, with many students located in distant areas, so we overcame this distance barrier with this support."

Fran Oliveira, pedagogical coordinator of the Municipal Department of Education of Paulino Neves (state of Maranhão)



**OUR WINDOW IS
TO THE FUTURE**



One of the biggest challenges in Youth and Adult Education (YAE) is reaching students and maintaining attendance, especially for those who live in more remote regions, such as rural areas. We use creativity to overcome difficulties, and the Janela para o Mundo Institute supports us in many ways, recognizing the importance of motivating those who face a long workday before attending classes.

Since YAE students have classes three times a week to fit their routine, in 2024, teachers received training provided by the Institute on days without in-person classes. The focus was the development of pedagogical practices for the

context of multi-grade classes, which is our reality. This enhanced training and, in turn, improved class dynamics and student engagement, leading to a higher literacy rate and an increase in graduates.

The Institute also provided tutoring classes during the Night Curriculum at its Education Center of Maranhão. Not even the barrier of distance diminished the desire to study. The Department of Education provided transportation for students to get to the Center. This is one of the ways we found to teach literacy inside and outside of school.

One of our schools, Naisa Melo, received the Institute's 'Livro Vivo' (Live Book) project because of its performance and engagement. The arrival of the mobile library was widely celebrated and significantly expanded the presence of reading and writing within the school community, benefiting not only YAE students but also children and teens from other groups.

I had the opportunity to discuss our work with YAE at CEduca, the Institute's education symposium, and to inspire other colleagues with regard to this important segment, which faces numerous challenges.

José Ribamar do Nascimento Costa, coordinator of the YAE in the municipality of Paulino Neves (state of Maranhão)

Listening to the needs of our beneficiaries is crucial to ensure that the strategies and solutions we propose effectively serve the communities where the Institute is active. This commitment enables us to help our students discover new possibilities and open more windows to the future.

We believe in the power of virtuous circles (learn more on [page 20](#)). Transformation happens when education is combined with practice and promotes income generation. This changes not only the economy but the community's self-esteem and future prospects.

Therefore, we prioritize the training and development of local educators, focus on courses for students in the public school system, and promote activities – like the one led by José Ribamar – that engage the community on two fronts:

Professional education

Developing the skills needed for employability

"FormAção" (Continuing Education)

Continuing education for educators, strengthening their pedagogical practices

Our mission is to be a tool that opens pathways, offers new perspectives, and strengthens our students' ability to create opportunities and take charge of their own stories.

In this context, 2024 was marked by our partnerships with the Education departments in search of resources and methodologies we can offer, such as customized training and pedagogical consultancy.

Projects that we have already implemented in our Education Centers are now being extended to partner schools, along with ongoing training for educators tailored to local needs. Strengthening these partnerships amplifies positive impacts on communities, increasing access to knowledge and creating opportunities for income generation.



EMPLOYABILITY INITIATIVES

Below, we present the outcomes in this area of focus.

VOCATIONAL EDUCATION

Skills needed for employability

"VIRANDO A CHAVE" (TURNING THE KEY)

Promotes actions to strengthen local productive and entrepreneurial activities.

In 2024



2 groups trained



22 businesses created or enhanced

1ST "ARTS, ROOTS AND FLAVORS OF PASSAGEM GRANDE" ENTREPRENEURSHIP FAIR

The event was planned and conducted by students of the "Virando a Chave" (Turning the Key) course in the state of Maranhão. Over the course of two days, it promoted income-generating practices and the appreciation of local culture, with support from the Paulino Neves City Hall and the municipal departments of Environment, Family Farming, and Tourism.



Let's code

This initiative provides the first contact in full-stack developer training, equipping information technology professionals with the skills to manage the entire application development cycle while enabling students to qualify and enhance their opportunities for employment and income generation. For the second consecutive year, the classes for this course were made possible by a collaboration with the company ArthWind.



400 hours



24 students

"I am a Literature student, and in my class, we considered taking private English lessons to improve our conversational skills. I already knew that the Janela para o Mundo Institute offered a language course, and we managed to get an exclusive class for 30 undergraduate students in Literature. Flexible schedules were essential to make participation possible, even with the challenges of transportation and Internet access, as many live in rural areas and are already in the job market. We have in-person and remote classes on Friday nights, in addition to the recordings that are made available. This opportunity has been a valuable support to improve our knowledge and better prepare us for undergraduate subjects."



English

This program provides foreign language teaching and learning, democratizing access to work in a global world.



200 hours



351 students



Enilton Pereira do Nascimento, student of the Portuguese/English Literature course at the State University of Maranhão and student of the English course in the Evening Curriculum at the Education Center of Maranhão



EMPLOYABILITY TRACK

This initiative offers professional knowledge suited to market requirements to expand job opportunities, enabling the students' personal and professional growth.

THE 2024 TRACKS WERE:

TECH EMPLOYABILITY PATH to learn about technology areas in the job market



10
hours



220
students

EMPLOYABILITY TRACK with general tips on entering the job market



30
hours



108
students
benefitted



9 STUDENTS WERE HIRED IN THE JOB MARKET IN 2024



"Getting into Dentistry was a dream come true, but it was also frightening: Leaving my small town to go study in downtown São Paulo was scary. Fortunately,

'Tô de Olho' (I'm Watching) has been an incredible support. With the meetings and conversations, I feel like I am not alone in this new phase. I love the course and am overcoming the challenges. When I graduate, I want to go beyond having a practice and staying in just one place. I want to help people create smiles and, who knows, get to know the world."

Maria Luiza Franca Paiva, born in Gentio do Ouro (state of Bahia), took the Preparatory Course for Higher Education at the Education Center of Bahia and was accepted into Dentistry at the Cruzeiro do Sul University. She studies in the city of São Paulo and is part of "Tô de Olho" (I'm Watching)



Formação

Continuing education for educators

A continuing education program dedicated to educators from Education Centers and partner schools, it aims to introduce new methods, techniques and successful experiences to inspire practices.



32
"Formação"
sessions



More than
120
hours



More than
150
educators

"I started as a student at the Institute in 2022 to learn Brazilian Sign Language and better serve my students with special needs. It was amazing. I fell in love with the language and continued as a student of the 'Sem Barreiras' (No Barriers) project in 2023. Until the opportunity to be an educator came along. In 2024, I joined the Institute's team. Today I teach the Brazilian Sign Language, and it is extremely rewarding to see my students communicating and developing. What they learn here, they take to life and to their work. There is a shortage of interpreters in the market, professionals who promote accessibility. This year, there were two 'Sem Barreiras' (No Barriers) classes, and the course concluded with a soirée, showcasing how Brazilian Sign Language can bring people together and make society more inclusive."



Ingrid Oliveira Silva, "Sem Barreiras" (No Barriers) educator at the Education Center of Maranhão

2ND CEDUCA SYMPOSIUM

This was the second edition of this education symposium, organized by the Janela para o Mundo Institute to share experiences in the classroom. During it, educators, former students, and Institute partners presented 23 projects, showcasing the integration of theory and practice in pedagogical work across Elementary Education 1 and 2, High School, Youth and Adult Education, and continuing education.



PARTNERSHIPS THAT TRANSFORM

“Actis Acts was established in 2018 as the social foundation of the sustainable infrastructure investment company Actis, with the mission of supporting initiatives that create positive and lasting impacts in the communities where its portfolio companies operate. It reflects a commitment to promoting inclusion and social development through transformative partnerships.

The collaboration with the Janela para o Mundo Institute exemplifies how partnerships can change lives and foster local prosperity. At the Education Center of Maranhão, the demand for a night program, identified among community members who have commitments during the day, motivated the implementation of the new curriculum.

Initial results are encouraging, with enrollments exceeding expectations and high female participation, which exceeded 70 percent. The success of the daytime program—which guided students to higher education and garnered community support—was replicated and expanded in the evening curriculum, further emphasizing the transformative power of education.

If successful, the Night Curriculum could serve as a model for other Education Centers of the Institute, counting on the support of Actis Acts for its expansion and implementation. This collaboration demonstrates how strategic partnerships can drive meaningful and sustainable change in underserved communities.”



Polly Firman, from Actis, partner who supported the implementation of the Night Curriculum at the Education Center of Maranhão

At the Janela para o Mundo Institute, partnerships are essential to scale our positive impact. Having the support of Actis Acts was decisive in making the Night Curriculum feasible in Maranhão and offering access to knowledge to a portion of the population mostly made up of low-income women.

The new curriculum project was developed with a foundation in two philanthropic practices. One of them is **grantmaking**, in which the funding institution makes strategic donations, transferring financial resources to existing organizations or social projects that are in line with its values and vision. The second is **trust-based philanthropy**, through which funders and beneficiary institutions build a more transparent and flexible

relationship of mutual responsibility, in which both work together to meet the needs and dreams of less favored communities, thus promoting greater social impact.

Furthermore, partnerships enable the Institute to extend its reach to areas distant from our Education Centers, **enhancing the delivery of educational programs for communities and technical training for educators.**

Expanding the positive impact is one of the goals for the coming years. By 2027, we want to serve **3,000 students per year** in the courses offered. To achieve this number, it will be essential to scale our operations through new strategic partners who share the vision of social transformation.

We plan to consolidate morning, afternoon and evening curricula across all physical Education Centers. The experience in Maranhão points to promising results for this expansion. We will continue investing in digital education by developing a virtual learning environment, expanding access to programs that enhance technical skills and employability for individuals who are not near our physical centers.

Since 2017, our work has been opening new opportunities and drawing the attention of businesses that recognize education as a key driver of social transformation. The engagement of current partners reflects the recognition of the impact generated and our solid management, with more companies wanting to be part of the Institute. It is no wonder that we ended the

year with more important and lasting partnerships. In addition to Actis Acts, for example, our partners include the companies Afaplan, ArthWind and HarborIT, which are also fundamental for the implementation of the Night Curriculum and many other projects developed throughout 2024.

Working with other institutions is part of our DNA. This is how we develop tailored action plans for each location where we operate and expand our efforts. And, in 2024, our way of working caught the attention of institutions and companies interested in learning about our work and finding out how they can do their part.

Through institutional partnerships with the Education Departments of Gentio do Ouro (state of Bahia), Ilha Grande (state of Piauí), and Paulino Neves (state of Maranhão), we engaged in active dialogue to understand their challenges and needs.

This approach ensures flexibility and fosters new virtuous circles, providing local communities with the support they need—whether in learning, preparation for higher education, or the promotion of entrepreneurship.



INVESTING IN EDUCATION IS INVESTING IN A BETTER FUTURE FOR EVERYONE

The Janela para o Mundo Institute involves companies, organizations, and individuals who believe in the transformative power of education. This support can take different forms, always with solutions adapted to the partner's needs and purposes.

Each contribution is an important step towards expanding social transformation and strengthening projects that have an impact on the reality and future of the communities of which we are a part. Below are the possible ways to collaborate with us.

HOW TO SUPPORT THE JANELA PARA O MUNDO INSTITUTE

FUNDING

Financial contributions that allow the development of new programs, expanding the scope of activities and increasing the impact in achieving virtuous circles.

ENGAGEMENT IN THE ECOSYSTEM

Mobilization of networks to provide employment and inclusion opportunities for our students.

OTHER CONTRIBUTIONS FROM PEOPLE AND RESOURCES

Donation of goods and resources, including content, tools, certifications, as well as the time and expertise of professionals to help create curricula or support strategic activities.
Volunteering, logistical support, partner engagement and facilitation of networking, promotion and dissemination of the Janela para o Mundo Institute.

EVERYONE IS INVITED!

At the Janela para o Mundo Institute, we are always open to embracing various forms of contribution and collaborative efforts from institutions or individuals who align with our mission of transforming realities through education. Everyone is invited to join our initiatives and make a difference in society through robust, structured and long-term projects.



their family and community. Alignment with innovation values was also crucial: preparing professionals for the future, equipping them with disruptive skills that go beyond the essentials. Another key aspect of the Institute's work is the traceability of impact, with clear metrics and tangible results, which reinforces the credibility and integrity of the initiatives.

The transformative impact of the actions of the Janela para o Mundo Institute was what caught ArthWind's attention to support projects like the Hackathon. We believe that investing in education offers a lasting opportunity for change, not just for the individual, but for

Armando Costa Rego, director and founder of ArthWind.



BUILDING TOGETHER

Below, we present the initiatives under the Partnerships axis and their respective results in 2024.



Caminhando juntos (Walking Together)

An event designed to bring families closer to the school life of students at the Education Centers. In these meetings throughout the year, we strengthen communication, help with study planning and give tips for creating suitable routines and environments. It is also an opportunity to talk about important topics for the community, always valuing partnership with families.

3 MEETINGS AT EACH EDUCATION CENTER



Janela Aberta (Open Window)

A time to welcome our pedagogical partners—Education secretaries, principals, coordinators, and teacher trainers—to align the Education Centers' plans with the Municipal Education Plans, including offering guidance for "Formação" (Continuing Education), our continuing education program for educators. The program takes place at the beginning of each year and is the starting point for strengthening partnerships and achieving jointly established goals.

6 EVENTS HELD WITH THE MUNICIPAL EDUCATION DEPARTMENTS OF GENTIO DO OURO (STATE OF BAHIA), ILHA GRANDE (STATE OF PIAUÍ) AND PAULINO NEVES (STATE OF MARANHÃO)



Partner schools

By institutionalizing the search for partner schools with the Education departments, we broadened our reach and extended our impact beyond the walls of our Education Centers. This is directly reflected in the number of partnerships signed and where we were able to take the Institute's actions this year. We set a goal of two new schools and ended the year with 13 partners. We are able to reach rural areas and hard-to-access locations, whether through initiatives like "Livro Vivo" (Live Book) or with online classes from the Tech Education Center.

13 NEW PARTNER SCHOOLS



Comprehensive Education

In partner schools that serve students full-time, our support is offered through classes that complement the school curriculum, tailored to the specific needs of each institution. As students are unable to travel to the Institute, we visit schools at times set by the coordination to conduct the activities.

4 NEW PARTNER SCHOOLS

EDUCATION CENTER OF BAHIA – MARIA QUITERIA SCHOOL



1 class of support for **High School Mathematics**



1 class in **New Information and Communication Technologies (NTIC)**



1 class in **NTIC Flyers (robotics)**

EDUCATION CENTER OF MARANHÃO – MANUEL DA PENHA CONCEIÇÃO, FRANCISCO DE ASSIS ARAUJO AND ANTONIO DO CARMO SCHOOLS



6 learning support classes – **"Leiturando" (Reading)**



6 **English** classes



Livro Vivo (Live Book)

Created to expand access to reading in communities distant from Education Centers, the "Livro Vivo" (Live Book) project supplies collections to community libraries established in villages and rural areas. It is present in Santa Rita (state of Maranhão), Baixa da Cachoeira (state of Maranhão), Pituba (state of Bahia), Tatus and Pedra do Sal (state of Piauí), benefiting hundreds of people.

In **Baixa da Cachoeira**, the project delivery included the Formação "Reading Project: Reader Training" with educators from the Tiradentes II Municipal School, benefiting around 500 people from the community.

The arrival of "Livro Vivo" (Live Book) in these places, in addition to expanding access to knowledge, strengthens the bond with the communities where we operate. We plan to expand the project to other locations in the coming years.

5 "LIVROS VIVOS" (LIVE BOOKS) DELIVERED IN 2024



2 in Piauí: **Tatus and Pedra do Sal**



2 in Maranhão: **Baixa da Cachoeira and Riacho do Meio**



1 in Bahia: **Pituba**



This voluntary mentoring program, led by the Janela para o Mundo Institute in partnership with Serena Energy, facilitates meetings between Serena co-entrepreneurs, who share their time and expertise, and students from the Education Centers, in a flexible and adaptable model. Mentoring sessions may be individual or collective, adapting to the needs and schedule preferences of participants. Built based on the demands and interests of students, the meetings create opportunities for diverse and significant contributions that go beyond the professional scope, both from mentors and mentees. These are exchanges for life.



26
MENTORS



867
MENTEES



443
HOURS OF MENTORING



"Participating in 'Banco do Tempo' (Bank of Time) as a mentor has been an incredible experience. This year was especially remarkable because I saw my mentee's progress up close and realized how much I also grew in this process. Preparing content,

researching and bringing new topics was a pleasure, because I noticed his interest and knew I was truly contributing. At the same time, I learned a lot from him, it was a rich and transformative exchange. I was thrilled to learn that he, a dedicated professional and student, will now be our intern at Serena Energy. My tip is: If you are in doubt about being a mentor, come! There is always support from the Institute, ranging from how to structure mentoring to how to handle challenges. And believe me, in the end, you will always gain as much as you contribute."

Andrea Sztajn, member of the Deliberative Council of the Janela para o Mundo Institute, Chief Financial Officer (CFO) at Serena Energy and "Banco do Tempo" (Bank of Time) mentor



Aldy Souza, developer at Serena Energy and mentor at "Banco do Tempo" (Bank of Time)

"My biggest motivation to be a mentor at 'Banco do Tempo' (Bank of Time) comes from the fact that, as a woman in the IT field, I have had few female role models throughout my career. I believe in the impact of occupying this space, both to inspire and to create a sense of connection. Furthermore, it contributes to my own development. Knowledge only has real value when shared, and there is always something to offer, even if they are solutions that seem simple today, but which have already taken many hours of study. We can help shorten the path for those who are just starting out."

"Supporting the Institute in mobilizing people makes me realize the impact of small collective actions, such as book and toy donation campaigns. A special moment was helping the Institute's Instagram account reach 2,000 followers, something simple but powerful. In 2024, I participated in the 'Tô de Olho' (I'm Watching) program and was touched to personally meet beneficiaries who moved from their cities to study in São Paulo. Realizing the impact our work had on their lives was moving."

Mariane Costa, O&M leader at Serena Energy and mentor of "Banco do Tempo" (Bank of Time)





Almofadas do Coração (Heart Pillows)



The “Almofadas do Coração” (Heart Pillows) Project brings together volunteers from the communities of Ilha Grande (state of Piauí), Paulino Neves (state of Maranhão), and Gentio do Ouro (state of Bahia) in partnership with Janela para o Mundo Institute's Education Centers. The goal is to create pillows that provide comfort and support for women recovering from a mastectomy. Inspired by the global Heart Pillow Project initiative, the action in Brazil is supported by Denise Magalhães, a key figure in the project for 17 years and the group's patron.

53 PILLOWS MADE AT THE EDUCATION CENTER OF PIAUÍ

“When the Institute invited us to join the ‘Almofadas do Coração’ (Heart Pillows) Project, we were highly motivated, as it aligns with our association’s values of strengthening volunteerism, supporting our artisans, and promoting social impact.

Making the pillows was an enriching experience in a welcoming environment for our artisans, who felt valued for being part of something important. Being part of the delivery was moving, as we witnessed how the items we created provided comfort and care to women recovering from breast cancer. They realized that there are people who

care, and they received affection with these pillows. We want to continue participating in projects like this. We are grateful for our partnership with the Institute, which plays a vital role in making these initiatives possible.”

Conceição Paes, president of the Ilha Grande Women's Association (Amig), responsible for making the “Almofadas do Coração” (Heart Pillows) delivered by the Janela para o Mundo Institute to the Marques Bastos Hospital and Maternity Hospital, in Parnaíba (state of Piauí)



EcoAssu

The EcoAssu Project was created with the mission of fostering environmental awareness and preserving local history through art and knowledge. In 2024, it was held in two stages in the state of Bahia.

In the first edition, we gathered teachers and members of the Gentio do Ouro community for an enriching discussion with archaeologist Ana Carolina Maciel on environmental preservation and the region's cultural heritage. This moment was essential in strengthening community engagement, empowering participants to become active agents in environmental protection and the preservation of local heritage. The Rock Art workshop took place at Jovelina Gomes de Queiroz Municipal School in the town of Pituba. The children had the opportunity to recreate symbols inspired by ancient cave paintings, exploring the connection between nature and art. The workshop was an experience that fostered creativity, learning, and deep respect for history and cultural traditions.

In the second phase, the project was conducted at the César Borges School Group in Gentio do Ouro and at the Education Center of Bahia. In these places, children from 1st to 9th grade participated in a lecture on ancestral practices, highlighting the importance of rock art as a significant form of historical and cultural expression. They then participated in a workshop using natural materials, such as clay, coffee powder, and turmeric, to create paints and recreate symbols inspired by the engravings many had already encountered during walks around the region. Just like the workshops in the first stage, the experience brought a connection with history and awakened the children's creativity.

MORE THAN 200 STUDENTS
DIRECTLY IMPACTED

17 MULTIPLIER TEACHERS TRAINED

MORE THAN 50 ELEMENTARY SCHOOL
STUDENTS PARTICIPATED IN HERITAGE
EDUCATION WORKSHOPS

150 STUDENTS FROM ELEMENTARY
SCHOOL 1 AND 2 PARTICIPATED IN
GRAPHIC DESIGN WORKSHOPS

“The EcoAssu project shows how education, art and community work can come together to create a future that is more conscientious and respectful of the environment and our history. It is through knowledge of environmental and cultural preservation that students become engaged and turn into agents of transformation.

Mylene Oliveira, educator at the Education Center of Bahia



Cheias de Garra (All Gritty)

The project "What is in this bag? It stores my story" project was conducted with 3rd-grade students in the "Leiturando" (Reading) class at the Education Center of Bahia. To foster a love for reading and writing, children were encouraged to explore their creativity and craft their own stories.

The initiative, developed in several stages, began with an immersion in literature and culminated in the creation of original books by the students. The works were bound and stored in bags made from old uniforms donated to the "Cheias de Garra" (All Gritty) sewing group of Santo Inácio, a partner of the Institute. The sewing professionals transformed Omega-branded uniforms that were no longer in use, also contributing to the conscientious use of resources and sustainability. The clothes were turned into ecobags, which, in turn, became literary bags.

"Being an educator at the Janela para o Mundo Institute was my first professional experience. When I began, I had no idea of the extent to which education would shape my worldview and influence people's lives. Every day was a new opportunity to grow and share. Seeing the sparkle in the students' eyes when they learned something new inspired me to dedicate myself even more. After two years as an educator, I was invited to join the Serena Energy team. Being hired was a recognition of my efforts and dedication. This new chapter has broadened my responsibilities and presented new challenges, all while staying true to the purpose of transforming lives. What began as a job has evolved into a passion and now a solid career in which I continue to help shape a better future.



Rebeca Miranda da Costa was a Mathematics and New Information and Communication Technologies (NICT) educator at the Janela para o Mundo Institute at the Education Center of Bahia and is currently a Social Management analyst at Serena Energy





**OPEN WINDOW FOR
TRANSPARENCY**



Transparency is one of the fundamental pillars of our operations. In our commitment to clarity and accountability, we present our Financial Statements, audited by an independent third party.

STATEMENT OF OPERATIONS

For the Year Ended
December 31, 2024

The independent auditing firm PricewaterhouseCoopers Ltd. has audited the 2024 Financial Statements and presented an unqualified audit report on 03/07/2025. They are shown online on the Institute's website.

INSTITUTIONAL REVENUE	1,898,024
VOLUNTEER CONTRIBUTION REVENUE	383,313
GROSS SURPLUS	2,281,337
VOLUNTEER CONTRIBUTION	(383,313)
THIRD-PARTY SERVICES	(1.032.752)
GENERAL AND ADMINISTRATIVE EXPENSES	(1.031.328)
TAXES AND FEES	(25,630)
SOCIAL ACTIVITY EXPENSES	(2,473,023)
SURPLUS (DEFICIT) BEFORE NET FINANCIAL RESULT	(191,686)
FINANCIAL INCOME	9,829
FINANCIAL EXPENSES	(3,590)
	6,293
FINANCIAL YEAR SURPLUS (DEFICIT)	(185,447)



Our journey has transformed many lives, and we remain committed to our mission of expanding our impact through the Janela para o Mundo Institute.

If you have followed our journey in this report, we invite you to follow our social networks and stay connected with our initiatives. And, if our purpose resonates with you, join us in this transformation!



www.janelaparaomundo.org/



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